BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – ANH

Sinh viên : Đào Vân Như

HẢI PHÒNG – 2025

A STUDY ON THE IMPACT OF MULTIMEDIA TECHNOLOGY LISTENING SKILLS AMONG THIRD - YEAR ENGLISH MAJORS AT HPU

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH – ANH

Sinh viên : Đào Vân Như

Giảng viên hướng dẫn: ThS. Phạm Thị Thúy

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Tên đề tài: A Study on the Impact of Multimedia Technology on English Listening Skills among Third-Year English Major Students at HPU

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Học hàm, học vị : Thạc sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: A Study on the Impact of Multimedia Technology on English Listening Skills among Third-Year English Major Students at HPU.

Đề tài tốt nghiệp được giao ngày tháng năm 2025

Yêu cầu phải hoàn thành xong trước ngày tháng năm 2025

   Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN
      Sinh viên   *Giảng viên hướng dẫn*

    Đào Vân Như   **ThS. Phạm Thị Thuý**

     Hải Phòng, ngày tháng năm ....
      XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Phạm Thị Thúy

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Đào Vân Như

Nội dung hướng dẫn: A Study on the Impact of Multimedia Technology on English Listening Skills among Third-Year English Major Students at HPU.

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

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Hải Phòng, ngày ... tháng ... năm ......
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

ThS. Phạm Thị Thuý

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Đào Vân Như

Đề tài tốt nghiệp: A Study on the Impact of Multimedia Technology on English Listening Skills among Third-Year English-Major Students at HPU.

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên chấm phản biện
(Ký và ghi rõ tên)

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ABSTRACT

This study investigates how multimedia technology influences the development of English listening skills among third-year English major students at Hai Phong University of Management and Technology (HPU). Using a mixed-methods approach with data from 100 student participants, the study explores how multimedia tools are utilized in listening practice and examines their perceived effectiveness. The findings indicate that multimedia significantly improves students' listening comprehension, ability to follow natural speech, and understanding of diverse English accents. These outcomes reflect the benefits of authentic, engaging input that multimedia provides, compared to traditional listening materials. Despite notable challenges such as fast-paced speech, reliance on subtitles, and distractions, the study proposes practical solutions to help students overcome these issues. The study highlights the potential of multimedia technology to effectively support university students in strengthening their English listening skills with greater confidence and autonomy.

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Hai Phong, May   2025
Student

Dao Van Nhu

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LIST OF ABBREVIATIONS

Abbreviation	Full Term
HPU	Hai Phong University of Management and Technology
L2	Second Language
ICT	Information and Communication Technology
EFL	English as a Foreign Language
TED	Technology, Entertainment, Design
ESL	English as a Second Language
ELT	English Language Teaching
CEFR	Common European Framework of Reference for Languages
LLS	Language Learning Strategy

LIST OF CHARTS

PART I: INTRODUCTION

1.1 Rationale

Listening is a fundamental skill in language learning, yet it remains one of the most challenging for many English learners. In today's globalized environment, where English is widely used across academic, professional, and social settings, effective listening ability is essential. However, many students struggle with listening comprehension due to limited exposure to authentic spoken language and unfamiliarity with various accents and natural speech patterns.

At Hai Phong University of Management and Technology (HPU), third-year English major students are required to develop strong listening skills as part of their program. However, many still face difficulties when encountering fast, unscripted speech or content that differs from what they are used to in the classroom. As multimedia platforms become an integral part of students' learning habits, it is important to explore how these technologies influence their listening development.

This study investigates the impact of multimedia technology on the English listening skills of third-year English major students at HPU. It focuses on students' usage patterns, perceived effectiveness, and the specific challenges they encounter while using multimedia for listening practice. The aim is to better understand how students are engaging with digital content and whether these tools are helping them become more confident and competent listeners.

In summary, this study focuses on examining the positive impact of multimedia technology on the English listening skills of third-year English-major students at HPU, based on their usage habits, perceived effectiveness, and actual learning experiences. It explores students' usage habits, their perceptions of multimedia effectiveness, and the common challenges they face during the process. By doing so, the research aims to provide a clearer understanding of the actual impact multimedia tools have on listening development from the learners' perspective.

Based on these objectives, the study is titled: "A Study on the Impact of Multimedia Technology on English Listening Skills among Third-Year English-Major Students at HPU."

1.2 Aims of the Study

The primary aim of this study is to assess the impact of multimedia technology on the English listening skills of third-year English major students at HPU. Specifically, it seeks to examine how multimedia tools contribute to students' listening comprehension, vocabulary development, and overall language proficiency. In addition, the study aims to explore students' attitudes toward the use of multimedia in language learning and to propose practical ways to improve students' listening skills.

1.3 Research Question

To fulfil the aims of the study, the following research question was formulated:

"To what extent does multimedia technology have an impact on third-year English-major students' listening skills?"

1. 4 Scope of the Study

This study focuses on third-year English major students at HPU, who have already built a foundation in listening skills and are in the process of refining their proficiency. The research investigates the use of multimedia technology as a supplementary tool to support listening practice, engagement, and motivation, rather than as a primary method of instruction. The study is limited to a specific student group and does not extend to other English skills or to students from different academic levels or disciplines.

1.5 Method of the Study

This study uses a combination of quantitative and qualitative methods to explore how students develop their English listening skills with the support of multimedia.

A questionnaire will be distributed to 100 third-year English major students to collect information about their listening habits, learning preferences, and attitudes toward using multimedia in listening practice. To gain deeper insights, a number of students will also be chosen for informal interviews to share their personal experiences, difficulties, and opinions.

1.6 Significance of the Study

Listening is a key component of language acquisition and essential for effective communication. Among the four language skills, listening is often the most challenging due to the need to process spoken language in real time and understand a range of accents, speech rates, and informal expressions. However, in many traditional classrooms, listening remains underdeveloped and under-practised. This study is significant because it focuses specifically on enhancing English listening skills through the use of multimedia technology. By investigating how multimedia technology affect learners' listening comprehension, the study aims to offer practical insights into how authentic digital content can support more effective and engaging listening practice. The findings may help learners adopt better ways to improve listening proficiency in real-life contexts.

1.7 Design of the Study

This study is structured into three main parts:

PARTI: INTRODUCTION
This section presents the rationale, aims, scope, methodology, research question, significance, and organization of the study.

PART II: THE STUDY

CHAPTER 1: Literature Review – Provides theoretical background on listening skills, multimedia technology in language learning.

CHAPTER 2: Research Methodology - Describes the research methodology, data collection process, and findings based on students' experiences.

CHAPTER 3: Suggested Solutions – Proposes practical solutions to help students overcome common challenges in multimedia-based listening practice, such as fast speech, subtitle reliance, and digital distractions.

PART III: CONCLUSION

This final section summarizes key findings, highlights the implications of the study, and gives suggestions for future research.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1 Overview of English Listening Skills

1.1.1 Definition of Listening Skills

Listening is one of the four essential language skills, alongside speaking, reading, and writing. It is a receptive skill that involves the ability to perceive, process, and understand spoken language in various contexts. According to Rost (2011), listening is the process of receiving, constructing meaning from, and responding to spoken messages. Similarly, Brown (2001) describes listening as an active process that requires attention, interpretation, and memory retention. In the field of language learning, listening is not merely about hearing sounds but about comprehending meaning. It involves multiple cognitive processes, including decoding sounds, recognizing words, and understanding sentence structures. Moreover, listening skills are divided into two main types: extensive listening (listening for general understanding) and intensive listening (listening for specific details). Effective listening requires the ability to distinguish between different accents, intonations, and speech rates, making it a challenging yet crucial skill for language learners. The process of listening consists of several key stages, each contributing to the overall comprehension of spoken language. The following diagram illustrates the five essential stages of listening:

Receiving: The initial stage, where the listener detects sound waves and focuses attention on the speaker's message.

Understanding: At this stage, the listener deciphers the meaning of the words and phrases based on linguistic and contextual knowledge.

Remembering: Information is retained in memory to facilitate comprehension and recall for later use.

Evaluating: The listener critically assesses the information, determining its credibility and relevance.

Responding: The final stage, where the listener provides verbal or nonverbal feedback, confirming understanding or requesting clarification.
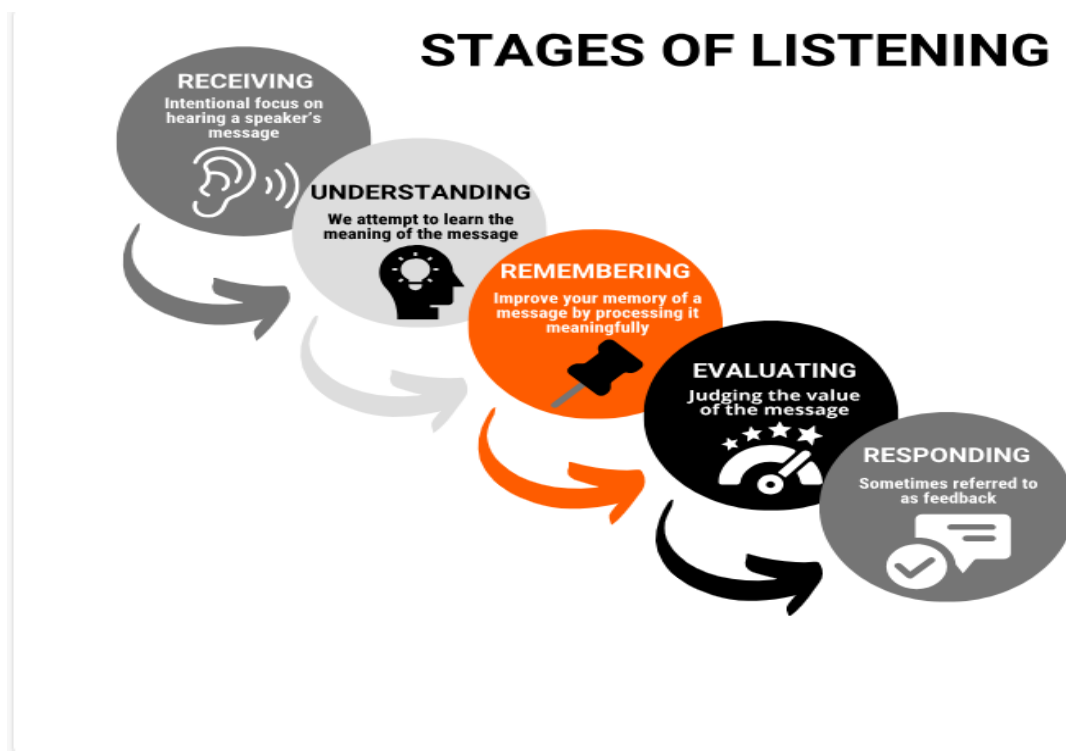
Figure 1: The Stages of Listening Process

1.1.2 The Importance of Listening Skills

Listening plays a fundamental role in language acquisition and communication. It is often considered the most frequently used language skill in daily interactions, contributing significantly to both academic and professional success. According to Vandergrift (2007), effective listening enhances comprehension, supports vocabulary acquisition, and facilitates spoken communication. In an educational context, students who develop strong listening skills tend to perform better in language learning because listening is closely linked to speaking proficiency. Many linguistic experts argue that listening serves as the foundation for acquiring proper pronunciation, intonation, and rhythm in a foreign language.

Additionally, good listening skills help learners understand authentic language use, making real-life communication more effective. In today's digital age, the importance of listening has increased due to the prevalence of multimedia content, such as podcasts, online lectures, and interactive media. As technology continues to shape modern education, listening skills are becoming more relevant in both formal and informal learning environments.

1.1.3 Common Difficulties in Learning Listening Skills

Despite its importance, listening remains one of the most challenging skills for English learners, particularly non-native speakers. Several factors contribute to these difficulties, including linguistic, cognitive, and environmental challenges.

1. Fast Speech Rate and Reduced Forms: Many learners struggle with understanding native speakers due to their fast speech rate, contractions, and reductions. Spoken English often differs significantly from written English, making it difficult for learners to follow conversations.

2. Unfamiliar Accents and Pronunciations: Exposure to different English accents (e.g., British, American, Australian) can be confusing for learners, especially when they are only familiar with one accent. Variations in pronunciation and intonation can lead to misinterpretation.

3. Limited Vocabulary and Idioms: Many students face difficulty in understanding conversations that include idioms, slang, or technical terms. Without sufficient vocabulary, they may fail to grasp the overall meaning of a message.

4. Lack of Background Knowledge: Comprehension is heavily influenced by a listener's prior knowledge of the topic. If learners are unfamiliar with the subject matter, they may struggle to make sense of the content.

5. Poor Concentration and Attention Span: Unlike reading, where learners can revisit a text, listening requires immediate processing of information. Many students find it hard to stay focused, especially in lengthy or complex listening tasks.

6. No Visual Support: Unlike reading or watching videos, listening activities often lack visual cues that can aid comprehension. Without gestures, facial expressions, or subtitles, learners may find it difficult to understand spoken content.

Addressing these challenges requires the implementation of effective listening strategies, such as exposure to authentic listening materials, repeated listening practice, and the use of multimedia technology to enhance comprehension. In recent years, platforms like Netflix, TED Talks, and TikTok have emerged as valuable tools in improving students' listening skills by providing diverse and engaging listening experiences.

1.2 Multimedia Technology in Language Learning

1.2.1 Definition of Multimedia Technology

Listening comprehension is a complex, active process that involves the listener in constructing meaning from oral input. It is not a passive activity but requires the listener to actively process linguistic information and integrate it with prior knowledge (Rost, 2011). According to Richards (2008), listening comprehension refers to the ability to identify and understand what others are saying, including understanding the speaker's accent, grammar, vocabulary, and meaning. Furthermore, Vandergrift (2007) defines listening as "a complex, active process of interpretation in which listeners match what they hear with what they already know." This process includes both bottom-up skills (e.g., recognizing sounds, words, and syntax) and top-down skills (e.g., using background knowledge and contextual clues to understand meaning). In language learning, listening is

essential as it provides input that forms the basis for language acquisition and facilitates the development of other language skills (Field, 2008).

1.2.2 The Role of Multimedia in Language Learning

Multimedia plays a crucial role in modern language learning by integrating text, audio, video, and interactive elements to create engaging and effective learning experiences. Unlike traditional learning methods that rely heavily on textbooks and classroom lectures, multimedia provides a more immersive and interactive approach to language acquisition (Mayer, 2009). One of the key benefits of multimedia in language learning is increased exposure to authentic language input. Research by Krashen (1985) highlights the importance of comprehensible input language that is slightly beyond the learner's current level but still understandable. Multimedia platforms such as videos, podcasts, and interactive applications provide learners with real-world language use, helping them acquire vocabulary, improve pronunciation, and develop a deeper understanding of grammar and cultural nuances (Vanderplank, 2016). Moreover, multimedia technology caters to different learning styles. Visual learners benefit from info-graphics, subtitles, and animations, while auditory learners improve their skills through audio books, pod casts, and videos (Reinders & Hubbard, 2013). This multi-sensory approach enhances memory retention and makes learning more engaging compared to traditional textbook-based methods (Paivio, 2007). Another advantage of multimedia in language learning is self-directed and personalized learning. Digital platforms allow learners to control their pace, choose their preferred learning materials, and revisit difficult content as needed. According to Stockwell (2013), self-paced learning increases learner autonomy and motivation, which are essential for long-term language acquisition. Furthermore, multimedia bridges the gap between theory and practice. Many language learners struggle with transitioning from classroom learning to real-world communication.

By incorporating real-life dialogues, interactive simulations, and culturally relevant content, multimedia enhances contextual learning, helping learners apply their knowledge in authentic settings (Chapelle, 2003).

1.2.3 Advantages and Challenges of Using Multimedia in Listening Practice

1.2.3.1 Advantages of Using Multimedia in Listening Practice

Multimedia offers several key advantages in listening practice that greatly enhance language learning. First, the inclusion of visual cues, such as images and subtitles, provides valuable contextual support to spoken language, improving comprehension. Mayer and Moreno (2003) suggest that these visual aids help link auditory and visual information, while Peters and Webb (2018) highlight how subtitles aid in vocabulary acquisition by connecting spoken words to their written forms. Additionally, multimedia platforms expose learners to a variety of accents, informal speech, and real-world dialogues, offering a more authentic listening experience compared to traditional scripted materials. This exposure helps learners develop more natural listening skills and better prepares them for real-life conversations (Rost, 2011). Furthermore, the engaging nature of multimedia content plays a crucial role in maintaining motivation, a key factor in language learning, as noted by Dörnyei (2005). This engagement promotes greater language retention. Lastly, the interactive features of multimedia, such as adjustable playback speed, quizzes, and AI-based recommendations, allow learners to tailor their experience, making learning more adaptive and personalized (Stockwell, 2013).

1.2.3.2 Challenges of Using Multimedia in Listening Practice

Although multimedia platforms offer valuable support in developing English listening skills, learners often encounter several challenges that can limit their effectiveness as language learning tools. One major issue is information overload and distractions; multimedia content may feature background noise, fast-paced speech, or complex sentence structures that overwhelm especially beginner

learners (Rogers & Webb, 2018). Additionally, platforms like YouTube and TikTok frequently present unrelated ads and recommendations, which can divert attention from the learning task (Kukulska-Hulme, 2012). Another common challenge is subtitle dependency. While subtitles can initially aid comprehension, overreliance may hinder the development of true listening proficiency. Vanderplank (2016) advises a gradual shift from native-language subtitles to English ones, and eventually to no subtitles, to promote stronger listening skills. Technical and accessibility issues also present barriers, as not all learners have reliable internet access or high-quality devices. Problems such as poor audio quality or synchronization can interfere with effective comprehension (Brett, 1997). Moreover, multimedia resources often lack interaction and immediate feedback, making it difficult for learners to clarify misunderstandings or ask for repetition support that is typically available in face-to-face settings (Chapelle, 2003). The inconsistent audio quality found in user-generated content, especially on informal platforms, further complicates the listening experience (Rogers & Webb, 2018). Additionally, authentic materials may contain cultural references or unfamiliar accents that pose comprehension difficulties, particularly for learners not yet accustomed to linguistic and cultural diversity (Chapelle, 2003). Lastly, despite the engaging potential of multimedia, some learners may find the content irrelevant or unmotivating when it doesn't align with their personal interests or learning objectives, reducing their willingness to engage in regular listening practice (Kukulska-Hulme, 2012).

1.3 Impact of Multimedia on Listening Comprehension

Multimedia has significantly transformed the way language learners develop their listening comprehension skills. Traditional methods of listening practice, such as classroom-based audio exercises, have gradually been replaced or supplemented by digital platforms that offer a more dynamic and interactive learning experience. The integration of multimedia including video streaming services, online lectures, and social media content has been widely recognized for its ability to improve various aspects of listening comprehension.

1.3.1 Enhancing Comprehension through Multimodal Input

Multimedia provides learners with multimodal input, which includes visual, auditory, and textual elements that facilitate better comprehension (Mayer, 2009). The dual-channel processing theory suggests that when learners receive information through both auditory and visual channels, they process and retain it more effectively (Paivio, 1986). For instance, watching a TED Talk or a Netflix show with subtitles allows learners to correlate spoken words with their written form, reinforcing both pronunciation and vocabulary acquisition (Vanderplank, 2016).

1.3.2 Exposure to Authentic Language Use

One of the major advantages of multimedia is its ability to expose learners to authentic spoken language. Unlike scripted textbook dialogues, multimedia content features natural speech patterns, diverse accents, colloquial expressions, and varying speech rates (Rost, 2011). This exposure helps learners develop the ability to comprehend spontaneous conversations, which is a crucial skill for real-life communication.

1.3.3 Increased Engagement and Motivation

Multimedia-based learning is often more engaging than traditional listening exercises. Interactive features, storytelling elements, and cultural contexts make listening practice more enjoyable and meaningful (Chapelle & Jamieson, 2008). Research has shown that when learners are personally interested in the content, they are more likely to stay focused and retain information better (Krashen, 1982). Platforms like TikTok and Netflix provide a wide range of entertaining yet educational content, keeping learners motivated to engage with listening practice regularly.

1.3.4 Challenges in Multimedia-Based Listening Comprehension

Despite its advantages, multimedia-based listening also presents some challenges. Cognitive overload can occur when learners receive too much input at once, making it difficult to process information effectively (Sweller, 1994). Additionally, the presence of background noise, fast speech, and overlapping dialogues in natural media content may pose difficulties for learners, especially beginners (Field, 2008). To maximize the benefits of multimedia, learners must develop effective listening strategies, such as focusing on key words, predicting content, and using subtitles selectively.

1.4 Previous Studies on Multimedia and Listening Skills

Previous research has shown that multimedia technology can enhance English listening skills by providing learners with authentic and engaging input. Rost (2011) emphasized the importance of listening in second language acquisition and noted that multimedia tools expose learners to real-life speech patterns. Similarly, Vandergrift and Goh (2012) highlighted that diverse listening materials, such as podcasts or video content, support the development of comprehension skills through increased exposure. While some studies have focused on the effectiveness of individual platforms, such as podcasts or subtitled videos, most have not compared different multimedia tools or examined their combined influence on learners. Moreover, there is limited research conducted in Vietnamese university contexts. This study seeks to fill that gap by exploring students' real-life experiences and proposing practical solutions based on their reported challenges.

1.5 Research Gap and Justification

Although multimedia technology has been widely studied in language education, most previous research focuses on individual platforms or takes place in Western contexts. There is limited investigation into how Vietnamese university students

actually experience and use multimedia to improve their English listening skills. Furthermore, while many learners use multimedia passively, few studies explore its pedagogical potential when applied in structured, student-centered ways. This study seeks to address these gaps by examining real challenges faced by students and proposing practical solutions to support listening development through more effective use of multimedia.

CHAPTER 2: RESEARCH METHODOLOGY

2.1 Current Situation of Learning English Listening at HPU

2.1.1 Overview of the Teaching Staff

The teaching staff at Hai Phong University of Management and Technology (HPU) consists of experienced lecturers specializing in English language instruction. Most instructors have academic backgrounds in English linguistics, education, or applied linguistics, with varying levels of teaching experience. They primarily follow traditional approaches to teaching listening skills, focusing on textbook-based exercises, audio recordings, and structured listening tasks. Despite the growing integration of multimedia technologies in language education worldwide, the adoption of platforms such as TED Talks, Netflix, and TikTok for listening instruction remains relatively low among HPU lecturers. This limited incorporation can be attributed to several factors, including a preference for conventional teaching materials, concerns over the appropriateness of online content, and a lack of institutional training on how to effectively implement these resources in the curriculum. Nevertheless, some instructors recognize the potential benefits of multimedia platforms for improving students' listening comprehension. They occasionally supplement their lessons with online videos or recommend additional listening materials outside the classroom. However, the systematic use of TED Talks, Netflix, and TikTok as instructional tools remains uncommon, indicating a gap between modern technological advancements and current learning practices at HPU.

2.1.2 Students

At HPU, most students have studied English as a foreign language for several years, yet their listening proficiency varies significantly. While some students have developed strong listening skills through self-study or exposure to English

media, many still struggle with comprehension due to limited practice opportunities and exposure to authentic listening materials.

2.1.3 Course Materials and Resources

At Hai Phong University of Management and Technology (HPU), the English listening curriculum for third-year English majors currently includes Contemporary Topics. This textbook is part of a well-known series developed by David Beglar and Neil Murray, designed to develop academic listening and note-taking skills through engaging and authentic academic content. This curriculum reflects an emphasis on preparing students for real-life academic listening contexts and fosters greater familiarity with academic vocabulary and formal spoken English. In addition to Contemporary Topics, some students may have previously encountered other resources such as *Listen In 3*, *Active Listening 1–2–3*, or even Cambridge-oriented materials like KET and PET, especially during earlier years. However, these are generally considered supplementary or preparatory rather than core components of the current third-year program.

2.1.4 Learning Environment and Facilities

HPU provides language labs equipped with audio equipment to facilitate listening practice. However, access to these facilities is often restricted due to scheduling constraints and technical limitations. Additionally, many students prefer using their own devices to access multimedia content, which allows greater flexibility but also presents challenges in terms of content selection and self-discipline.

2.2 Research Methodology

This chapter outlines the research methodology employed in the study, including the research design, participants, data collection methods. The methodology ensures the reliability and validity of the research findings.

2.2.1 Research Instruments

To gather data, This study employs two main instruments: a questionnaire and informal interviews. The questionnaire includes both closed-ended and open-ended questions and is designed to collect quantitative data regarding students' frequency of multimedia usage, types of multimedia tools used, perceived effectiveness, and encountered challenges. Meanwhile, the informal interviews are conducted with a selected group of students to gain deeper insights into their personal experiences, opinions, and suggestions regarding the integration of multimedia in listening practice. The results from both tools are analyzed to identify common patterns, recurring themes, and individual perspectives, which together provide a comprehensive picture of how multimedia influences students' listening competence.

2.2.2 Participants of the Study

This study involved 100 third-year English major students at Hai Phong University of Management and Technology (HPU), selected through a systematic random sampling method. This sampling technique was chosen to ensure the representativeness of the sample, thereby enhancing the external validity and generalizability of the research findings. By employing a randomized selection process, potential selection bias was minimized, granting each student an equal opportunity to participate in the study. Demographic information, including self-reported English proficiency levels and frequency of multimedia usage for language learning, was collected and analysed. These variables were considered to examine potential differences among participants, allowing for a more nuanced understanding of how multimedia technology impacts English listening skill development.

2.3 Research Instruments

In this study, two primary research instruments were employed to collect data: **a survey questionnaire** and **informal interviews**. These tools were designed to gather insights into students' experiences with English listening skills at HPU and their use of multimedia technology for listening practice.

2.3.1 The questionnaire

The purpose of each question in the questionnaire is to understand how multimedia technology affects English listening skills among third-year English major students at HPU. Question 1 aims to find out how often students use multimedia for listening practice, giving us an idea of how much they rely on these tools. Question 2 asks about the types of multimedia students use the most, so we can see what resources they prefer for improving their listening skills. Question 3 focuses on the difficulties students face when using multimedia for listening, helping us understand the common challenges that might prevent effective learning. Question 4 checks how effective students think multimedia is for improving their listening skills, helping us see whether students find these tools helpful or not. Question 5 looks at what specific listening skills (like understanding accents, vocabulary, or pronunciation) students think multimedia helps with the most, providing insight into what multimedia tools are best for. Question 6 asks for ideas on how multimedia-based learning could be more effective, allowing students to suggest ways to improve the use of multimedia in their studies. In addition to these six core questions,one more was added for extended analysis. Question 7 investigates students' level of agreement with the statement that watching English multimedia with subtitles is helpful for listening improvement, offering a more focused view on subtitled content. Together, these seven questions help us get a clear picture of how multimedia influences English listening skills at HPU.

2.3.2 The Informal Interview

Although some of the interview questions are thematically aligned with the survey, they are formulated in an open-ended manner to elicit more detailed, personalized responses. The purpose of using informal interviews in this study is to gather deeper insights into students' personal experiences and perspectives on using multimedia technology to improve their English listening skills. While the questionnaire collects quantitative data, the informal interview provides qualitative data that allows for a more comprehensive understanding of students' learning habits, preferences, and challenges. Through open-ended questions, the informal interview encourages students to express their thoughts in their own words, which can offer richer and more nuanced feedback. This method helps to complement the survey findings and identify areas that may not be captured through multiple-choice responses.

The five interview questions were designed to explore various aspects of multimedia use in listening practice:

1. *How often do you use multimedia technology to practice your English listening skills?*;

2. *Which types of multimedia resources do you find most useful and why?*;

3. *What challenges have you encountered when practising listening through multimedia?*

4. *How has multimedia technology helped you improve specific aspects of your listening skills?*

5. *What suggestions would you give to better integrate multimedia resources into English listening courses at HPU?*

6. In your opinion, what type of listening skill (e.g., listening for gist, inference, understanding accents) do you think improved the most through multimedia?

7. Would you personally like to see more multimedia-based listening activities included in your English courses? Why or why not?

By including these open-ended questions, the study enhances its findings with in-depth, qualitative insights that enrich the quantitative data collected from the survey.

2.4 Data Analysis and Findings:

2.4.1 Analysis of Questionnaire Results

2.4.1.1 Students' Frequency of Using Multimedia Technology for Listening Practice

Chart 1: Students' Frequency of Using Multimedia Technology for Listening Practice

- 0%
- 31%
- 38%
- 31%

Legend:
- Every day
- Several times a week
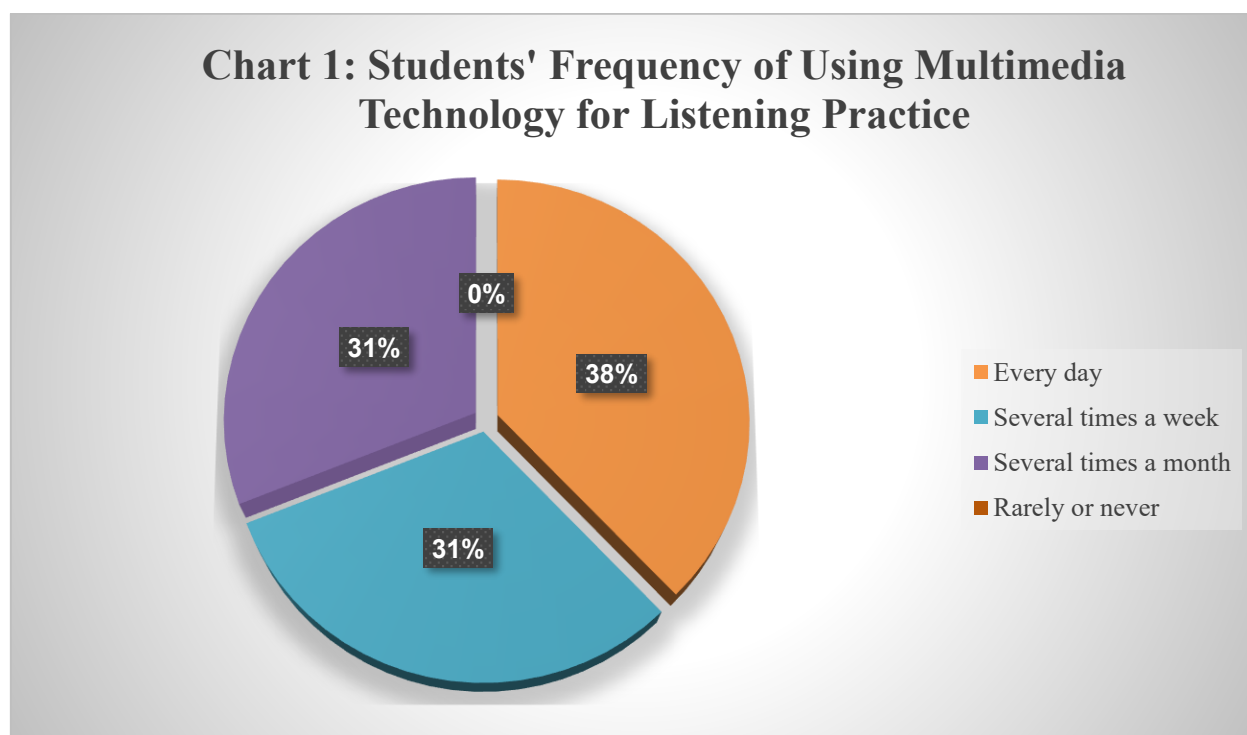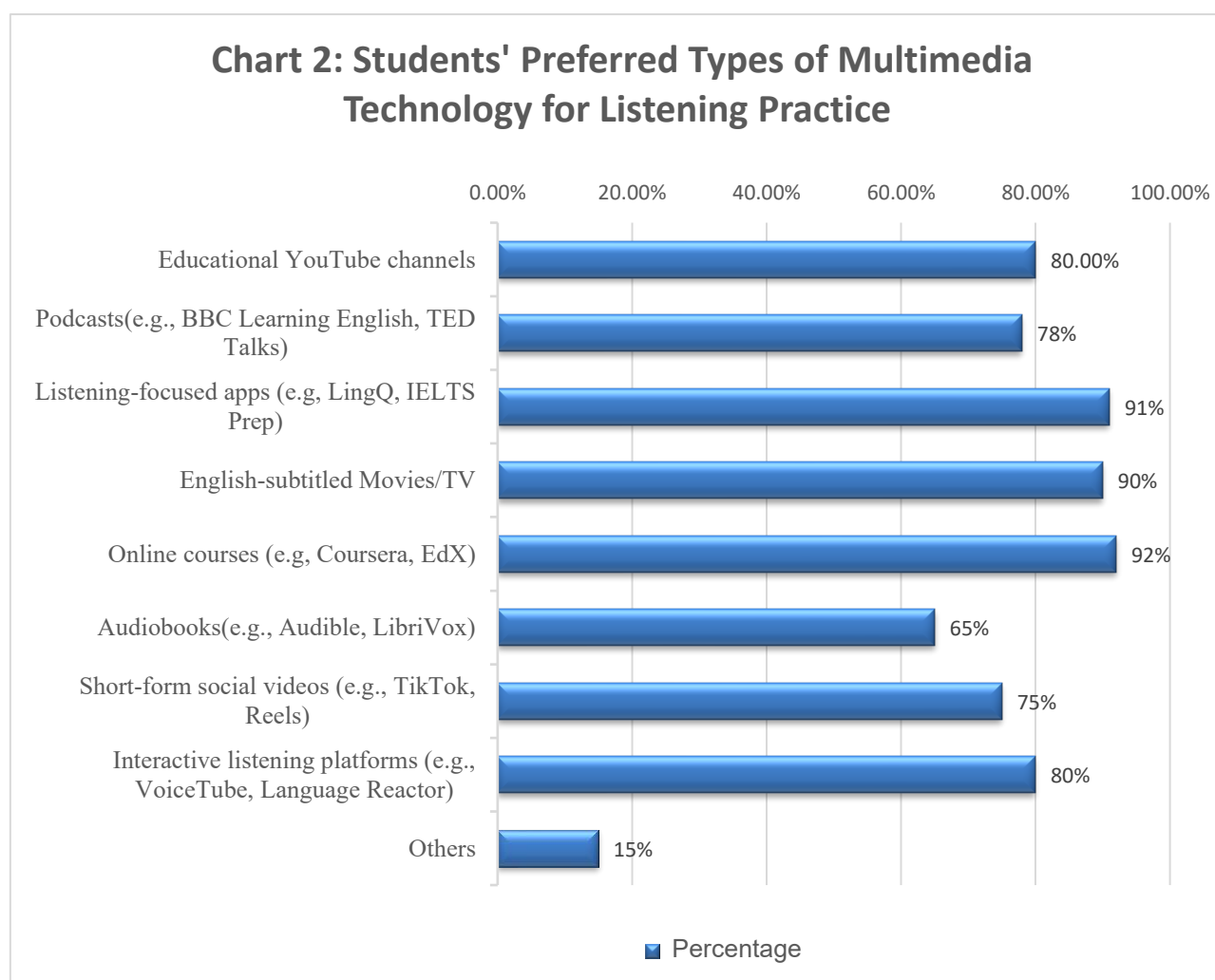- Several times a month
- Rarely or never

Chart 1 illustrates the frequency with which third-year English-major students at HPU use multimedia technology to practice their English listening skills. The data show that a significant proportion of students reported using multimedia tools

either every day (38%) or several times a week (31%), suggesting a strong tendency to integrate these resources into their regular study routines. An additional 31% of the respondents indicated using multimedia several times a month, while none reported using it rarely or never. This distribution reflects the growing role of multimedia in language learning, as well as students' increasing reliance on technology as a supplementary tool. Overall, the findings emphasize that multimedia has become a prominent part of students' out-of-class listening practice, supporting both exposure to natural language and autonomous learning.

2.4.1.2 Students' Preferred Types of Multimedia Technology for Listening Practice

Chart 2: Students' Preferred Types of Multimedia Technology for Listening Practice

- Educational YouTube channels — 80.00%
- Podcasts(e.g., BBC Learning English, TED Talks) — 78%
- Listening-focused apps (e.g, LingQ, IELTS Prep) — 91%
- English-subtitled Movies/TV — 90%
- Online courses (e.g, Coursera, EdX) — 92%
- Audiobooks(e.g., Audible, LibriVox) — 65%
- Short-form social videos (e.g., TikTok, Reels) — 75%
- Interactive listening platforms (e.g., VoiceTube, Language Reactor) — 80%
- Others — 15%

The results show that students make use of a wide range of multimedia tools to support their English listening practice, with clear preferences for certain

platforms. Online courses (92%) and listening-focused applications such as LingQ or IELTS Prep (91%) were among the most favored, demonstrating learners' interest in structured and goal-oriented content. English-subtitled movies and TV shows also received high recognition (90%), indicating that students still rely heavily on visual and contextual support when processing spoken language. Educational YouTube channels and interactive listening platforms (both at 80%) continued to attract strong engagement due to their accessibility and practical learning features. Podcasts such as BBC Learning English or TED Talks followed closely (78%), offering learners exposure to authentic speech and varied topics. Short-form social videos, including TikTok and Reels (74%), were also popular, showing that students are open to incorporating informal and entertainment-based content into their learning routine. Audiobooks, while less commonly used (65%), still played a meaningful role for a considerable number of learners, especially those interested in extended listening practice. Overall, the data reflect that students are highly active in exploring diverse digital resources, blending academic, interactive, and entertainment platforms to suit their preferences and learning styles. The consistently high percentages across most categories suggest that multimedia technology is not only widely used, but also central to the way students engage with English listening comprehension.

2.4.1.3 Main Difficulties Students Face When Using Multimedia for Listening Practice

Chart 3: Main Difficulties Students Face when Using Multimedia for Listening Practice
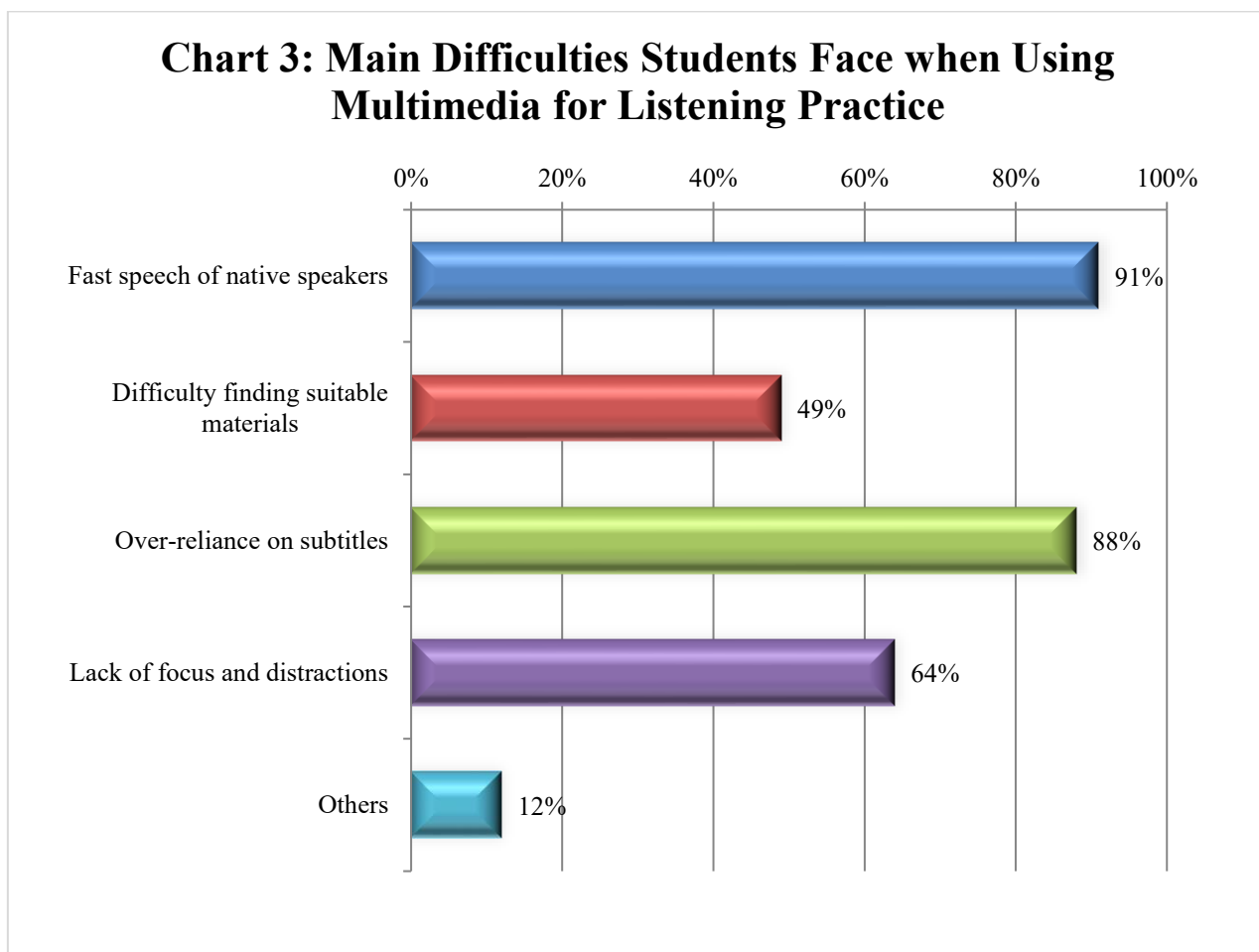
Chart 3 presents the main difficulties that students face when using multimedia for listening practice. A striking 91% of participants identified the fast speech of native speakers as a significant challenge. This suggests that authentic multimedia content often exceeds the processing speed of learners who are still developing their listening proficiency. Close behind, 88% of students admitted to an over-reliance on subtitles, which may hinder the development of active listening skills. 64% reported a lack of focus and distractions as another barrier, indicating that multimedia, while engaging, can sometimes compromise concentration without proper guidance. Nearly half of the students (49%) also found it difficult to identify appropriate materials, despite the abundance of content online. Lastly, 12% mentioned other issues, such as technical problems or low motivation. These findings highlight the urgent need to design guided listening activities that

gradually help students adapt to natural speech, minimize subtitle dependency, and maintain sustained focus during multimedia exposure.

2.4.1.4 Students' Perceptions of the Effectiveness of Multimedia in Improving Listening Skills
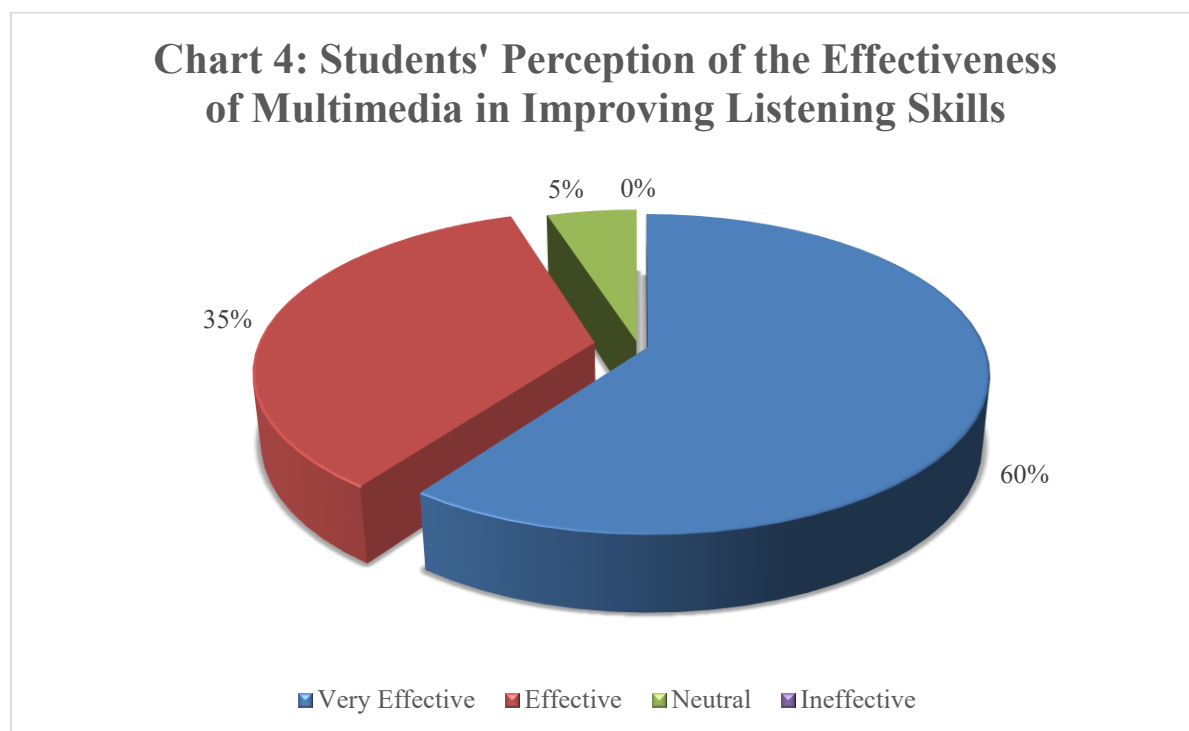

Chart 4 illustrates third-year English major students' perceptions of the effectiveness of multimedia technology in improving their English listening skills. According to the chart, 60% of respondents rated multimedia as very effective, and 35% considered it effective, resulting in a striking 95% of participants expressing a positive perception of its role in enhancing listening comprehension. Meanwhile, only 5% of students remained neutral, and none perceived multimedia as ineffective. These results clearly demonstrate a strong student endorsement of multimedia tools in English listening instruction. The overwhelmingly positive responses highlight multimedia crucial benefits in providing authentic input, expanding vocabulary, and improving both pronunciation and accent recognition. The absence of any negative feedback further emphasizes the widespread acceptance and perceived value of multimedia integration in language learning.

2.4.1.5 Aspects of Listening Skills Students Believe Multimedia Helps Improve the Most

Chart 5: Aspects of Listening Skills Students Believe Multimedia Helps Improve the Most

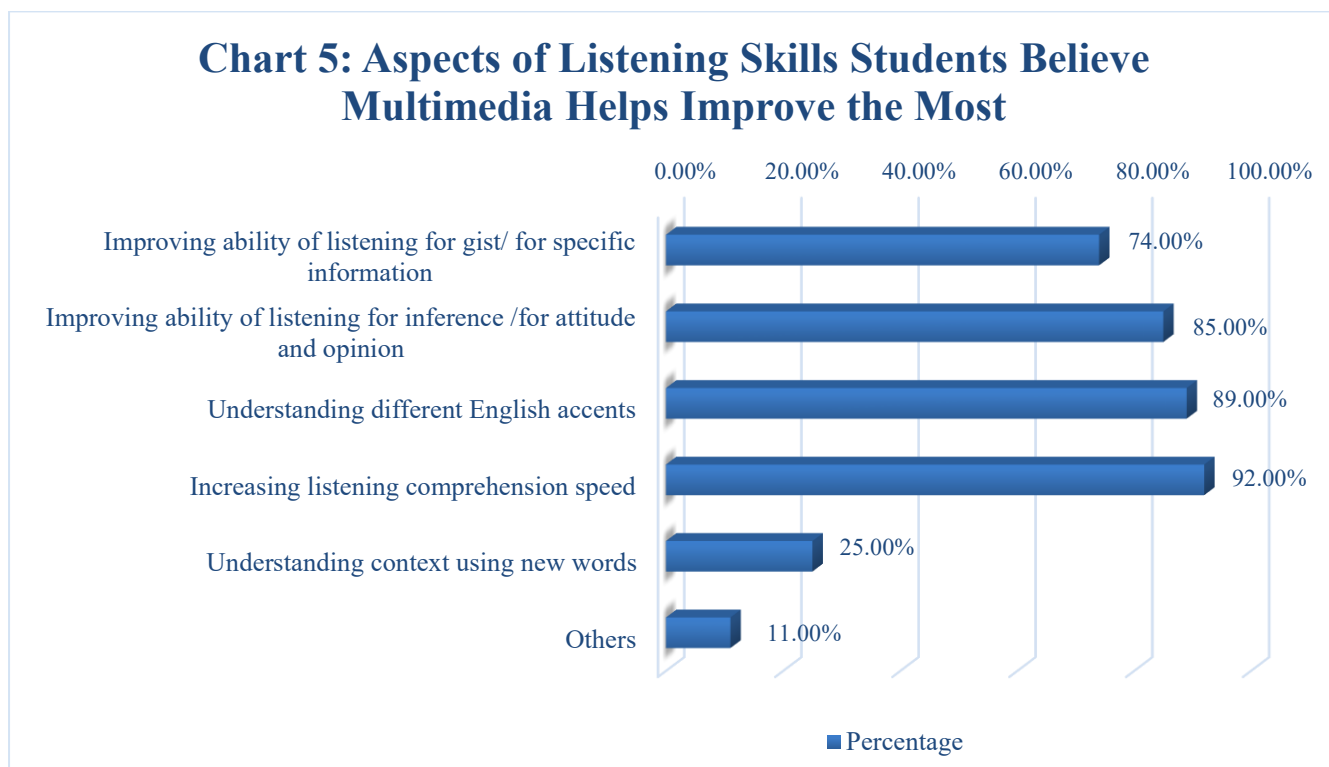| Aspect	Percentage
Improving ability of listening for gist/ for specific information	74.00%
Improving ability of listening for inference /for attitude and opinion	85.00%
Understanding different English accents	89.00%
Increasing listening comprehension speed	92.00%
Understanding context using new words	25.00%
Others	11.00%

Chart 5 illustrates the specific aspects of listening skills that third-year English major students believe have improved the most through multimedia use. The highest percentage (92%) of students reported that multimedia has helped them increase their listening comprehension speed, suggesting that frequent exposure to natural speech enhances their ability to process spoken English more efficiently. A notable 89% stated that multimedia improved their ability to understand different English accents, which is essential in real-world communication. Meanwhile, 85% of participants agreed that it enhanced their ability to listen for inference, attitude, or opinion, an advanced skill that requires deeper comprehension beyond the literal meaning. Similarly, 74% of students believed multimedia improved their ability to listen for gist and specific information, which is fundamental in both academic and everyday listening tasks. While a smaller percentage (25%) indicated that multimedia helped them better understand context when encountering new words, and 11% selected other improvements, the data overall emphasize that multimedia supports both lower-

order and higher-order listening skills. These results highlight the versatility of multimedia as a tool to strengthen a wide range of listening competencies in language learners.

2.4.1.6 Suggestions from Students on How to Make Multimedia-Based Learning More Effective

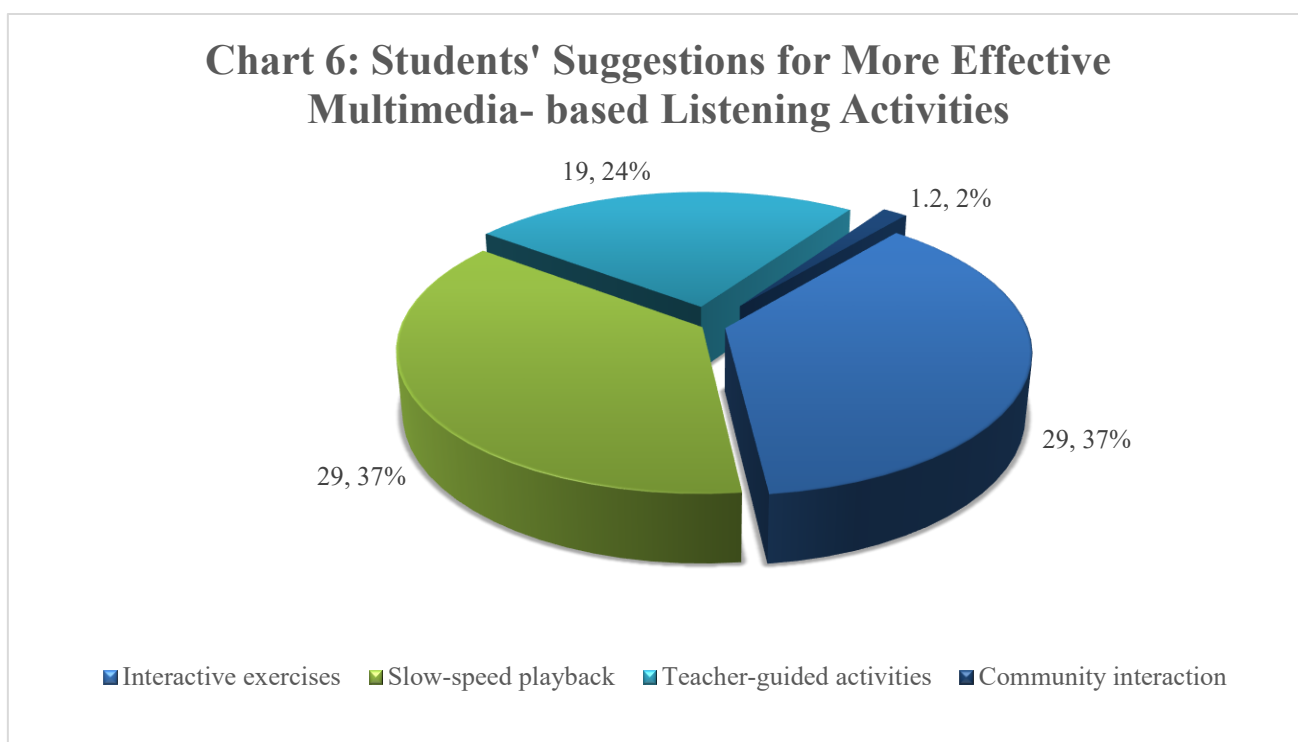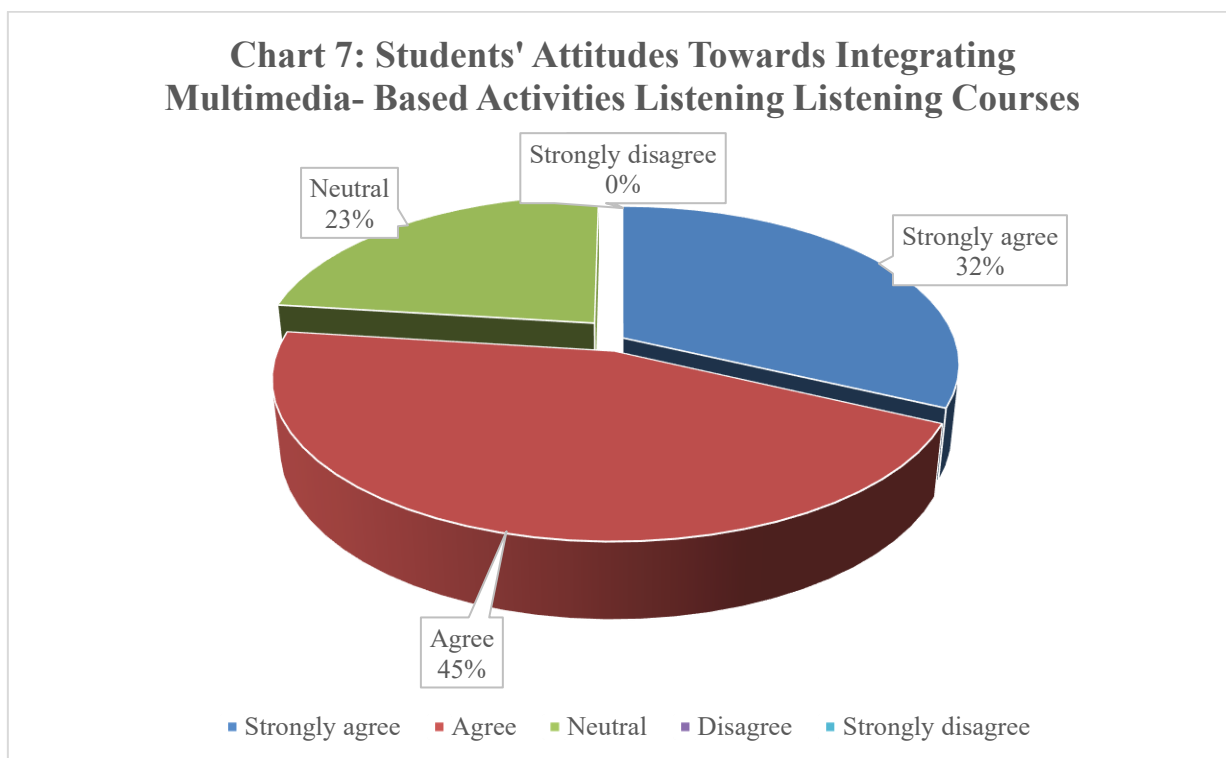Chart 6: Students' Suggestions for More Effective Multimedia- based Listening Activities

Chart 6 presents students' suggestions for enhancing the effectiveness of multimedia-based listening activities. The most frequently suggested improvements were the inclusion of interactive exercises, such as comprehension questions, mini-quizzes, or immediate feedback tasks (29, 37%), and the implementation of slow-speed playback options (29, 37%). These suggestions indicate that learners highly value both the opportunity to engage actively with content and the ability to control the pace of input, especially when dealing with fast or unfamiliar speech.

In addition to these dominant preferences, a considerable number of students (19, 24%) recommended teacher-guided multimedia activities. This reflects their recognition of the importance of pedagogical support, structured learning, and

expert guidance in helping them use multimedia resources more effectively. Such support can be particularly helpful in clarifying complex input, guiding focus, and linking multimedia practice to learning objectives. Meanwhile, a small portion of students (1.2, 2%) emphasized the value of community interaction, suggesting features like peer discussion, collaborative tasks, or online forums integrated with multimedia tools. Although less commonly mentioned, this insight points to the potential benefit of social learning environments where learners can negotiate meaning, share strategies, and build confidence.

Overall, the variety of suggestions underscores the multifaceted nature of effective listening development. Students appear to favor a blend of autonomous learning tools, guided instruction, and opportunities for interaction suggesting that multimedia-based listening activities should be designed to balance individual control, teacher involvement, and peer collaboration.

2.4.1.7 Students' Attitudes Towards Integrating Multimedia-Based Listening Activities into Listening Courses

Chart 7: Students' Attitudes Towards Integrating Multimedia- Based Activities Listening Listening Courses

Strongly disagree 0%
Neutral 23%
Strongly agree 32%
Agree 45%

Legend: Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

As illustrated in Chart 7, students generally expressed positive attitudes towards the integration of multimedia-based listening activities into university courses. A significant proportion of the participants 32% strongly agreed and 45% agreed demonstrated a clear interest in incorporating multimedia into formal listening instruction. This accounts for a total of 77% of the students showing support for such integration. Meanwhile, 23% remained neutral, and notably, no respondents selected "disagree" or "strongly disagree," indicating an absence of negative sentiment regarding the use of multimedia in the curriculum. These findings reinforce the trend observed in earlier charts, where students frequently used multimedia tools and viewed them as beneficial to their listening development. The results suggest a readiness among learners to engage with technology-enhanced instruction and highlight the need for educators to design structured, multimedia-supported listening activities as part of the formal curriculum.

2.5 Data analysis of informal interview

To complement the questionnaire results, informal interviews were conducted with several third-year English major students at HPU. The interviews provided deeper insights into students' personal experiences, challenges, and attitudes regarding the use of multimedia technology for English listening practice. When asked about their usage habits, most students reported using multimedia tools such as video-sharing platforms, online courses, language learning apps, and short-form video content regularly, mainly outside the classroom. One student shared: *"I usually watch short English videos with subtitles. It helps me get used to how native speakers talk in real-life situations."* Regarding preferred resources, students expressed different preferences based on their learning goals. Some favored academic-style talks and educational videos for formal listening input, while others appreciated casual video content and authentic conversations for natural speech exposure. Several mentioned the usefulness of short, engaging clips for quick daily practice, although they also acknowledged the importance of choosing content carefully to avoid distractions. Common challenges mentioned included fast-paced native speech, difficulty focusing due to phone distractions, and habitual over-reliance on subtitles. One student admitted: *"I often catch myself reading subtitles instead of listening. It's hard to break that habit."* When reflecting on how multimedia improved their listening skills, students highlighted improvements in understanding authentic speech, recognizing different accents, and keeping up with natural speed. Several also noted that they had become more confident when listening for specific information or main ideas in unfamiliar content. Some students also admitted that they used to feel insecure and passive when it came to practicing listening skills. However, the use of multimedia has helped them feel more in control and less anxious. With access to a variety of videos and flexible learning formats, they felt more confident to explore English on their own terms. One student shared: *"Before, I was afraid of not understanding anything. But now I can replay and search for meanings myself it*

makes me feel more independent and less pressured." In terms of listening subskills, many interviewees stated that multimedia particularly enhanced their ability to listen for gist and specific information. Others felt they had developed better skills in identifying speakers' implied meanings, attitudes, or opinions especially in unscripted or emotional contexts. In summary, the informal interviews reaffirm the significant role of multimedia in supporting English listening development. At the same time, they reveal clear learner needs for better guidance, content selection, and classroom integration to overcome common challenges and make the most of digital tools.

2. 6 Summary of Key Findings.

This chapter presented the key findings derived from both the questionnaire and informal interviews conducted with third-year English major students at HPU. The results show that students actively engage with a wide range of multimedia tools particularly subtitled videos, educational platforms, podcasts, and mobile apps to support their English listening practice. These tools are commonly used outside the classroom and are valued for their flexibility, accessibility, and exposure to natural spoken language. Students reported noticeable improvements in listening comprehension, including the ability to follow speech more quickly, understand various English accents, and recognize meaning beyond the surface level such as speaker attitude and implied ideas. Many also felt more motivated and less anxious when learning through multimedia, as it allowed them to control the pace and review challenging content on their own. Alongside these benefits, students encountered several recurring challenges. These include fast native speech, over-reliance on subtitles, difficulty maintaining focus due to digital distractions, and uncertainty when choosing appropriate materials. Some students also expressed a lack of confidence in their listening ability, especially when faced with authentic, unscripted input. The results also reflected a diversity of learning preferences. Students used both academic and informal multimedia sources and tended to combine different formats to suit their personal needs. This highlights

the importance of flexible access to varied content and the value of learner autonomy in multimedia-based listening practice.

CHAPTER 3: SUGGESTED SOLUTIONS

The findings from the previous chapter highlight that third-year English major students at HPU actively engage with a wide range of multimedia platforms to enhance their listening skills. The most commonly used tools include educational YouTube channels, subtitled movies and TV shows, podcasts, mobile learning apps, and interactive listening websites. This variety reflects students' willingness to explore both academic and informal digital resources in their independent learning. However, despite the high level of engagement, students still encounter several recurring challenges that limit the effectiveness of multimedia use. These include difficulty processing fast native speech, over-dependence on subtitles, distractions from digital environments, and struggles with unfamiliar accents. These obstacles suggest that simply using multimedia is not enough; learners need practical techniques to use these tools more effectively. This chapter introduces a set of practical, student-centered solutions designed to help learners overcome those difficulties and make the most of multimedia resources in improving their English listening skills.

3.1 Overcoming the Challenge of Fast Speech in Authentic Multimedia Content

3.1.1 Adjusting Playback Speed and Repetition.

Slowing down playback speed and using repetition are effective ways to handle fast speech in multimedia listening. Learners can begin by watching content at 0.75x or 0.5x speed to allow more time for processing, then gradually return to normal speed as comprehension improves. Rewatching difficult segments also reinforces understanding and builds listening confidence. Many video platforms support adjustable playback settings, making this approach widely accessible.

Figure 2: Subtitle Adjustment Interface for Playback Speed and Repetition

3.1.2 Listening in Phases with Gradual Speed Increase

To build better comprehension of fast-paced spoken English, learners can adopt a phased listening approach that involves processing the same audio content through multiple stages. This method not only increases familiarity with the material but also gradually strengthens the listener's ability to handle authentic speech rates in real time. The process typically includes three phases:

Phase 1: Guided Listening at Reduced Speed

Learners begin by listening at a slower playback speed (e.g., 0.5x or 0.75x) to focus on general meaning and sentence structure. Subtitles may be used at this stage for initial understanding.

Phase 2: Standard-Speed Listening with Support

In the second pass, learners listen at normal speed, preferably with English subtitles or a transcript. This helps them match natural rhythm and phrasing while checking their initial understanding.

Phase 3: Independent Listening at Full Speed without Subtitles

In the final phase, subtitles are removed, and learners attempt to follow the audio naturally. The goal is to simulate real-life listening conditions, focusing on key ideas, tone, and inferred meaning. This structured practice not only improves decoding speed but also boosts listening confidence over time. Repeating the content in increasingly challenging conditions enables learners to adjust gradually, instead of being overwhelmed by native-level speech from the start. Video platforms like YouTube or Language Reactor support this phased method with features like subtitle toggling and speed adjustment.

3.1.3 Focusing on Chunking Instead of Word-by-Word Listening

One common difficulty in dealing with fast-paced speech is the habit of listening word by word. This approach often leads to confusion and slow processing, especially when native speakers use connected speech or reduced forms. A more effective strategy is to focus on chunking listening for meaningful groups of words rather than isolated terms. Chunks may include fixed expressions, collocations, or familiar phrases such as "on the other hand", "as a matter of fact", or "going to" (gonna). Recognizing these units helps learners process spoken language faster and follow conversations more naturally. To develop this skill, learners can listen to short video or audio segments with transcripts, highlight repeated or formulaic expressions, and replay sections to become familiar with how these chunks sound in context. Over time, they will be better able to anticipate common phrases and keep pace with fast speech. By training to listen in chunks, learners reduce the mental effort needed to decode each word and improve their ability to understand authentic spoken English at natural speed.

3.2 Reducing Over-Reliance on Subtitles to Promote Active Listening

3.2.1 Applying the Three-Phase Listening Model.

The three-phase listening model pre-listening, while-listening, and post-listening is an effective approach for reducing dependence on subtitles and promoting active listening. In the pre-listening phase, learners preview key vocabulary, make

predictions, or activate background knowledge related to the topic. This helps them prepare mentally for the content and reduces anxiety. During the while-listening phase, students focus on listening without subtitles, aiming to identify main ideas and specific information. Instead of reading along, they train their ears to recognize patterns, keywords, and intonation cues in real time. In the post-listening phase, subtitles or transcripts can be used to verify comprehension, clarify difficult parts, and reinforce language points. This structured process encourages learners to shift their attention from written text to audio input, building their confidence and ability to process spoken English more naturally and independently.

3.2.2 Using Technology Wisely (e.g., Language Reactor)

Using technology wisely can also support reducing reliance on subtitles. Tools like Language Reactor allow learners to adjust subtitles and highlight key words or phrases for better understanding. This helps learners actively engage with the content and learn new vocabulary without constantly relying on subtitles.
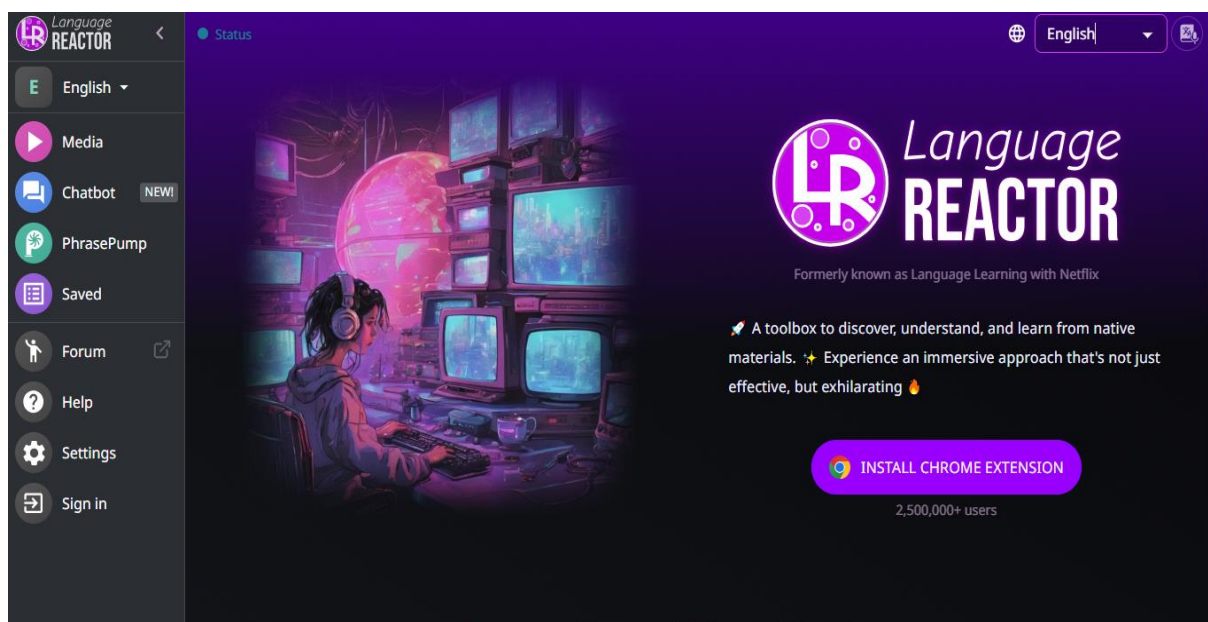

Figure 3: Language Reactor Interface for Multimedia-Based Listening Practice

Figure 4: Example of Bilingual Subtitles and Vocabulary Support Using

Language Reactor

3.2.3 Encouraging Listening with Audio-Only Mode

Practicing in audio-only mode removes visual cues and forces learners to rely on auditory input alone. This strengthens their ability to recognize speech patterns, anticipate language through tone and intonation, and process spoken English in real time. Learners may begin by listening to audio from familiar videos, or switch to podcasts or audio-based materials entirely. Over time, this improves focus, listening stamina, and prepares learners for real-world situations such as phone conversations or oral interactions without visual aids.

3.3 Improving Focus and Minimizing Distractions During Multimedia Listening

3.3.1 Applying Time Management Techniques (Pomodoro Method)

The Pomodoro technique of dividing study sessions into 25-minute intervals followed by 5-minute breaks helps learners maintain focus and avoid distractions. After each Pomodoro session, learners can take a short break to refresh and return to their listening practice with renewed concentration. This method prevents fatigue and helps maintain a high level of focus throughout the learning session.
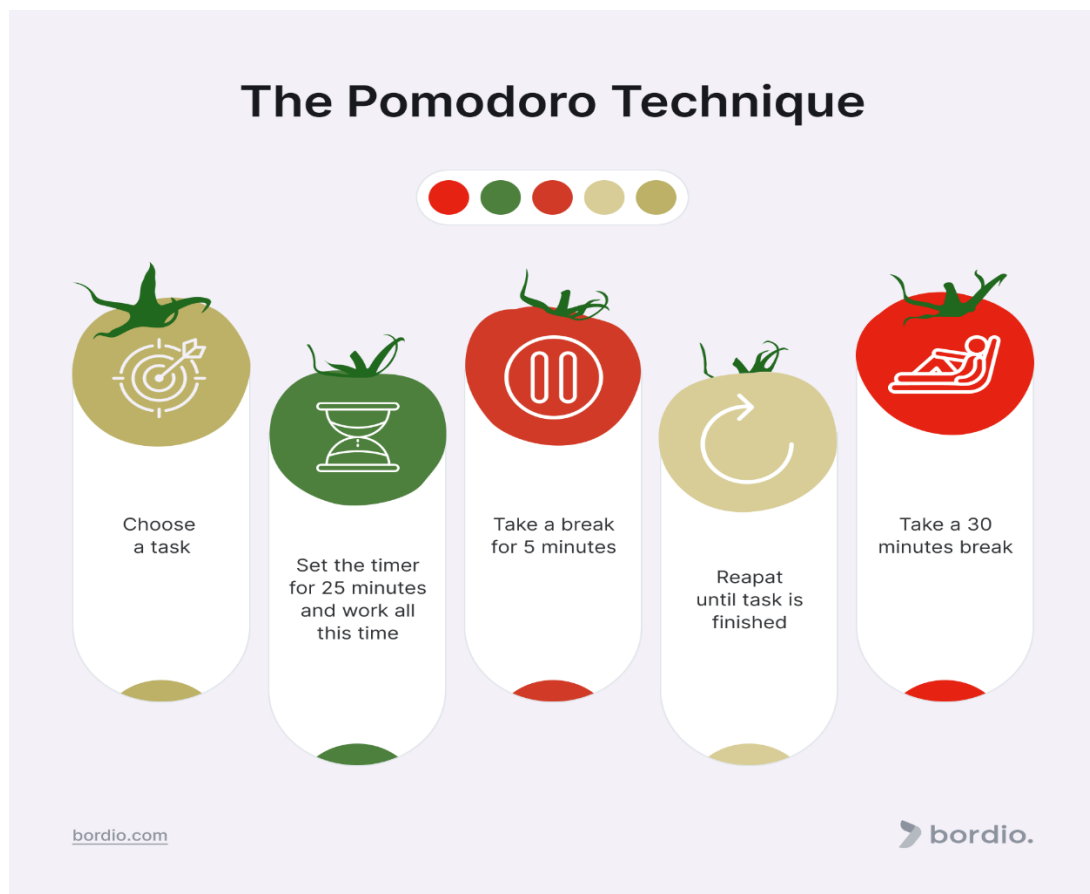

Figure 5: The Pomodoro Technique – Five Essential Steps for Focused Listening

3.3.2 Creating a Focused Listening Environment

A quiet and distraction-free environment is crucial for effective listening practice. Learners should be encouraged to find a peaceful place to study, where they can focus entirely on the task at hand. Using noise-canceling headphones can also improve the listening experience by blocking out external sounds, allowing learners to concentrate better and hear the content more clearly.

Figure 6: A Focused Listening Environment

3.3.3 Setting Clear Listening Goals and Taking Manual Notes

Setting specific, short-term listening goals for each practice session helps learners focus on key aspects of the video and track their progress. Additionally, taking handwritten notes helps reinforce memory retention and improves understanding. By jotting down key points or summarizing the content, learners solidify their grasp of the material and retain more information.

3.4 Enhancing the Ability to Understand a Variety of English Accents

3.4.1 Exposure to Different Accents Weekly

Consistent exposure to a variety of English accents such as American, British, Australian, and Indian can help learners become familiar with differences in pronunciation, intonation, and speech rhythm. Students are encouraged to include content featuring different accents in their weekly listening practice. This may involve alternating between accents across different videos, podcasts, or interviews. Over time, learners become more comfortable navigating regional variations and are better equipped to understand speakers in real-world contexts.

3.4.2 Comparing and Analyzing Accent Features

Beyond passive exposure, learners can actively compare accent features to deepen their understanding. This may involve focusing on aspects such as vowel shifts, stress patterns, syllable timing, or features of connected speech. For instance, comparing how the "r" sound is pronounced in American versus British English, or how certain vowels are flattened or rounded across accents. Observing and analyzing these patterns helps learners better anticipate sound changes and enhances their ability to decode unfamiliar speech.

3.4.3 Accent Recognition through Imitation-Based Listening

Practicing accent recognition through controlled imitation can enhance learners' sensitivity to different pronunciation patterns. Instead of focusing on speaking accuracy, this technique encourages learners to listen more attentively to how words are pronounced in various accents such as vowel quality, intonation, and rhythm. Learners can play short audio segments and repeat them softly or internally, focusing on capturing the distinct sound patterns. This type of listening-based imitation reinforces auditory recognition and helps the brain form clearer mental models of how different accents sound. The goal is not to produce

the accent perfectly, but to train the ear to notice subtle features that aid in understanding spoken English across contexts..

PART III: CONCLUSION AND RECOMMENDATIONS

1. Conclusion

This study explored the impact of multimedia technology on the English listening skills of third-year English major students at Hai Phong University of Management and Technology. Through a combination of survey questionnaires and informal interviews, the study explored how students engage with multimedia in their listening practice, the perceived benefits, common challenges, and the types of digital tools most frequently used.

The findings indicate that multimedia has become an integral part of students' listening habits. All participants reported using multimedia regularly, and nearly 40% engaged with it on a daily basis. A variety of platforms were used, with online courses (92%), listening-focused apps (91%), and English-subtitled movies or TV shows (90%) among the most favored. These preferences reflect students' desire for flexible, authentic, and accessible materials that support their listening development.

Students expressed a strong belief in the effectiveness of multimedia tools. A combined 95% of respondents perceived them as effective in enhancing their listening skills, with the majority rating them as "very effective.". Learners reported notable improvements in several key areas: 92% felt their comprehension speed had increased, 89% said they were better able to understand different English accents, and 85% experienced improvement in interpreting speaker intentions and attitudes. These responses confirm that multimedia can support both core and higher-order listening skills when used consistently.

At the same time, the study identified several significant obstacles. The most prominent difficulties included fast-paced speech (91%) and heavy reliance on subtitles (88%), both of which hindered students from processing information efficiently and independently. Other reported challenges were distractions in

digital environments and difficulty sustaining focus during extended listening sessions.

To address these issues, the research proposed a set of practical, student-centered strategies. These included adjusting playback speed, practicing listening in structured stages, focusing on meaning-based chunks instead of individual words, gradually reducing subtitle use, using audio-only input to increase concentration, and incorporating exposure to various English accents. Many of these suggestions also aligned with what students themselves recommended, such as interactive exercises and slow-speed playback.

In addition to the technical and skill-based benefits, the study also highlighted students' overall attitudes toward multimedia-based learning. Over 75% of participants expressed positive views about integrating multimedia into listening activities, citing increased motivation, greater convenience, and more personalized learning experiences as major advantages.

In conclusion, multimedia technology has proven to be a valuable and effective tool in supporting English listening development among students at HPU. It provides authentic input, caters to diverse learning preferences, and fosters greater learner autonomy. While challenges remain, particularly in processing fast speech and minimizing over-reliance on subtitles, these can be addressed through thoughtful use of digital tools and well-structured listening practices. This study contributes not only a clearer picture of how students interact with multimedia but also practical insights that future learners can apply to enhance their listening proficiency in an increasingly digital world.

2. Recommendations

Based on the findings of this study, several recommendations are proposed to help students improve their English listening skills through multimedia technology:

For students: Learners should make better use of multimedia tools by reducing their reliance on subtitles, adjusting playback speed when necessary, and listening to a variety of English accents. They are also encouraged to practice listening regularly using audio-only mode to develop stronger auditory focus.

For the institution: The university can support students by introducing useful multimedia platforms, providing access to high-quality listening resources, and encouraging independent learning habits through workshops or digital libraries.

These suggestions aim to enhance learners' listening proficiency and promote more effective use of multimedia in their daily practice.

3. Limitations of the Study

While the study provides helpful insights into students' use of multimedia technology for listening practice, there are a few limitations to acknowledge. The research was conducted with a relatively small sample third year English major students at one university so the results may not fully reflect the experiences of other learners in different contexts. In addition, although both survey and interview data were collected, the informal interviews were brief and may not capture the full range of students' views. The study also did not include pre-test and post-test assessments, which means it was not possible to measure actual improvement in listening skills over time. The findings are based mainly on students' self-reported experiences and perceptions.

4. Suggestions for Future Research

This study has contributed some useful insights into how multimedia technology can support students in improving their English listening skills. However, to gain a more complete picture, future research could involve a larger and more diverse sample, including students from different academic years or institutions. This study has contributed some useful insights into how multimedia technology can support students in improving their English listening skills. However, to gain a

more complete picture, future research could involve a larger and more diverse sample, including students from different academic years or institutions. In addition, future research could examine the role of emerging technologies such as AI-powered tools like speech recognition apps or virtual conversation platforms in supporting English listening development. These technologies may offer more personalized and adaptive learning experiences, especially for students seeking flexible ways to improve their listening comprehension outside the classroom. Future studies could consider including pre-test and post-test assessments to better understand how students' listening skills develop over time. This would help provide more concrete evidence of the effectiveness of multimedia-based listening activities. Overall, continued research in this area can help refine how multimedia is used in language learning and contribute to more practical, learner-centered approaches in the future.

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APPENDIX A.1 QUESTIONNAIRE FOR STUDENTS

(ENGLISH VERSION)

Dear participants,

This questionnaire is part of a research study investigating the impact of multimedia technology on English listening skills among third-year English-major students at Hai Phong University of Management and Technology (HPU). Your responses are completely confidential and will be used for research purposes only. Please answer all questions honestly based on your actual experience.

Thank you for your valuable participation!

1. **How often do you use multimedia technology for listening practice?**

   ☐ Every day

   ☐ Several times a week

   ☐ Several times a month

   ☐ Rarely or Never

2. **What types of multimedia do you mainly use for listening practice? (Multiple choice allowed)**

   ☐ Educational YouTube channels

   ☐ Podcasts (e.g., BBC Learning English, TED Talks)

   ☐ Listening-focused apps (e.g LingQ, IELTS Prep)

   ☐ Online Courses(e.g Coursera, EdX)

   ☐ Audiobooks (e.g., Audible, LibriVox)

   ☐ Short – form social videos (e.g, TikTok, Reels)

   ☐ Interactive Listening platforms (e.g, VoiceTube, Language Reactor)

   ☐ Other (Please specify)---

3. **What are the main difficulties you face when using multimedia for listening practice? (Multiple choice allowed)**

   ☐ Fast speech of native speakers

   ☐ Difficulty finding suitable materials

   ☐ Over-reliance on subtitles

   ☐ Lack of focus and distractions

   ☐ Others (please specify): --

4. **How effective do you find multimedia in improving your listening skills?**

   ☐ Very effective

   ☐ Effective

   ☐ Neutral

   ☐ Ineffective

5. **What aspects of listening skills do you think multimedia helps improve the most? (Multiple choice allowed)**

   ☐ Improving ability of listening for gist/ for specific information

   ☐ Improving ability of listening for inference/ for attitude and opinion

   ☐ Improving pronunciation and accent

   ☐ Increasing listening comprehension speed

   ☐ Others:---

6. **What would make multimedia-based learning more effective for you?**

   ☐ Interactive exercises (quizzes, comprehension checks)

   ☐ Slow-speed playback for better understanding

   ☐ More teacher-guided multimedia activities

   ☐ Community interaction (forums, live practice)

7. **To what extent do you agree that multimedia improves your English listening skills?**

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

APPENDIX A.2 QUESTIONNAIRE FOR STUDENTS
(VIETNAMESE VERSION)

Gửi các bạn sinh viên thân mến,

Phiếu khảo sát này là một phần của nghiên cứu về tác động của công nghệ đa phương tiện đối với kỹ năng nghe tiếng Anh của sinh viên năm ba chuyên ngành tiếng Anh tại Trường Đại học Quản lý và Công nghệ Hải Phòng (HPU). Mọi thông tin bạn cung cấp sẽ được giữ bí mật và chỉ phục vụ mục đích nghiên cứu. Vui lòng trả lời tất cả các câu hỏi một cách trung thực dựa trên trải nghiệm thực tế của bạn. Chân thành cảm ơn sự tham gia quý báu của bạn!

1. Bạn sử dụng công nghệ đa phương tiện để luyện nghe tiếng Anh với tần suất như thế nào?

☐ Hàng ngày

☐ Vài lần mỗi tuần

☐ Vài lần mỗi tháng

☐ Hiếm khi

☐ Không bao giờ

2. Bạn thường sử dụng loại phương tiện nào nhất để luyện nghe? (Được chọn nhiều đáp án)

☐ Kênh giáo dục trên YouTube

☐ Podcast (ví dụ: TED Talks)

☐ Ứng dụng tập trung vào nghe (ví dụ: LingQ, IELTS Prep)

☐ Khóa học trực tuyến (ví dụ: Coursera, EdX)

☐ Sách nói (ví dụ: Audible, LibriVox)

☐ Video xã hội dạng ngắn (ví dụ: TikTok, Reels)

☐ Nền tảng nghe tương tác (ví dụ: VoiceTube, Language Reactor)

☐ Khác (Vui lòng ghi rõ): _____

3. Những khó khăn chính bạn gặp phải khi sử dụng đa phương tiện để luyện nghe là gì? (Được chọn nhiều đáp án)

☐ Tốc độ nói nhanh của người bản ngữ

☐ Khó khăn trong việc tìm tài liệu phù hợp

☐ Phụ thuộc quá nhiều vào phụ đề

☐ Thiếu tập trung, dễ bị phân tâm

☐ Khó khăn trong việc hiểu các giọng khác nhau

☐ Khác (Vui lòng ghi rõ): _____

4. Bạn đánh giá mức độ hiệu quả của đa phương tiện trong việc cải thiện kỹ năng nghe của mình như thế nào?

☐ Rất hiệu quả

☐ Hiệu quả

☐ Bình thường

☐ Không hiệu quả

5. Theo bạn, đa phương tiện giúp cải thiện những khía cạnh nào của kỹ năng nghe tốt nhất? (Được chọn nhiều đáp án)

☐ Cải thiện khả năng nghe để nắm ý chính / để tìm thông tin cụ thể

☐ Cải thiện khả năng nghe để suy luận / để nhận biết thái độ và quan điểm

☐ Cải thiện phát âm và ngữ điệu

☐ Tăng tốc độ hiểu khi nghe

☐ Khác (Vui lòng ghi rõ): _____

6. Điều gì sẽ giúp việc học nghe qua đa phương tiện trở nên hiệu quả hơn đối với bạn?

☐ Bài tập tương tác (ví dụ: câu hỏi trắc nghiệm, kiểm tra hiểu bài)

☐ Tùy chọn phát chậm để dễ theo dõi

☐ Nhiều hoạt động có sự hướng dẫn từ giáo viên hơn

☐ Tương tác cộng đồng (ví dụ: diễn đàn, thực hành trực tiếp)

7. Bạn đồng ý ở mức độ nào với ý kiến cho rằng đa phương tiện giúp cải thiện kỹ năng nghe tiếng Anh?

☐ Hoàn toàn đồng ý

☐ Đồng ý

☐ Trung lập

☐ Không đồng ý

☐ Hoàn toàn không đồng ý

APPENDIX B.1: INFORMAL INTERVIEW QUESTIONS
(ENGLISH VERSION)

Dear participants,

This interview aims to explore your personal experiences and perceptions regarding the use of multimedia technology in improving your English listening skills. Your answers will be kept confidential and used only for academic purposes. Please feel free to share your honest thoughts.

1. How often do you use multimedia technology to practice your English listening skills?

2. Which types of multimedia resources do you find most useful for improving your listening? Why?

3. What challenges have you encountered when practising listening through multimedia?

4. In your opinion, how has multimedia technology helped you improve specific aspects of your listening skills (e.g., vocabulary, accent, speed of understanding)?

5. What suggestions would you give to better integrate multimedia resources into English listening courses at HPU?

6. In your opinion, what type of listening skill (e.g., listening for gist, inference, understanding accents) do you think improved the most through multimedia?

7. Would you personally like to see more multimedia-based listening activities included in your English courses? Why or why not?

APPENDIX B.2: INFORMAL INTERVIEW QUESTIONS
(VIETNAMESE VERSION)

Thân gửi các bạn tham gia phỏng vấn,

Buổi phỏng vấn này nhằm tìm hiểu kinh nghiệm cá nhân và nhận thức của các bạn về việc sử dụng công nghệ đa phương tiện để nâng cao kỹ năng nghe tiếng Anh. Mọi câu trả lời của các bạn sẽ được giữ bí mật và chỉ phục vụ mục đích nghiên cứu học thuật. Xin các bạn hãy chia sẻ những suy nghĩ chân thực nhất.

1. Bạn thường sử dụng công nghệ đa phương tiện để luyện kỹ năng nghe tiếng Anh với tần suất như thế nào?

2. Bạn thấy những loại tài nguyên đa phương tiện nào hữu ích nhất cho việc cải thiện kỹ năng nghe? Tại sao?

3. Bạn đã gặp những khó khăn gì khi luyện nghe thông qua công nghệ đa phương tiện?

4. Theo bạn, công nghệ đa phương tiện đã giúp bạn cải thiện những khía cạnh cụ thể nào của kỹ năng nghe (ví dụ: vốn từ, ngữ điệu, tốc độ hiểu)?

5. Bạn có đề xuất gì để tích hợp tài nguyên đa phương tiện hiệu quả hơn vào các khóa học nghe tiếng Anh tại HPU?

6. Theo bạn, loại kỹ năng nghe nào (ví dụ: nghe để hiểu ý chính, suy luận, hiểu giọng) mà bạn cho là được cải thiện nhiều nhất thông qua phương tiện truyền thông đa phương tiện?

7. Cá nhân bạn có muốn thấy nhiều hoạt động nghe dựa trên phương tiện truyền thông đa phương tiện hơn được đưa vào các khóa học tiếng Anh của mình không? Tại sao hoặc tại sao không?